



### Course Outline

<b>COURSE:</b>	<b>Southern Africa</b> AFRI 2006 A
<b>TERM:</b>	Fall 2021
<b>PRECLUSIONS:</b>	Prerequisite(s): AFRI 1001 or AFRI 1002 or FYSM 1901 or permission of the Institute of African Studies.
<b>CLASS:</b>	<b>Day &amp; Time:</b> Mondays: 2:35 p.m. – 5:25 p.m. <b>Website:</b> Online - Brightspace
<b>INSTRUCTOR:</b>	Professor Chris Brown
<b>CONTACT:</b>	<b>Office Hrs:</b> Wednesday 2:30 p.m. – 4:30 p.m., Eastern Time online <b>Email</b> <a href="mailto:Chris.Brown@carleton.ca">Chris.Brown@carleton.ca</a>

## II. Course Description

This course is an introduction to southern Africa. The major theme running throughout the course is the continued legacy of apartheid. The first unit focuses on South Africa itself, examining the historical nature of apartheid and the challenges of the post-apartheid era. The second unit then looks at the southern African region, starting with regional relations during the apartheid era, followed by an examination of two key regional countries in the contemporary period – Zimbabwe and Botswana.

## III. Course Format

This course is offered online, in both **asynchronous** and **synchronous** formats. That is, students are expected to complete some course components on their own time (asynchronous), while other course components will take place during the formally scheduled class time (synchronous).

The following course components are offered **asynchronously**:

- Readings
- Lectures
- Videos
- Evaluations

All course **readings** are available electronically via Ares, the library reserve reading system.

Ares can be accessed through the course webpage in Brightspace. Students should complete the readings before viewing the course lectures. I will post all the course **lectures** in video format on the course webpage. All lectures will be posted at least one week ahead of time. For the typical week, there will be two lectures, though this may vary. I will also post separately the PowerPoint presentations on which each lecture is based. For two weeks, there are also **videos**; links are posted on the course webpage. **Evaluations** are discussed below.

The following course components are offered **synchronously**:

- Class discussion
- Office hours

I will hold a **class discussion** via Zoom each Monday, during the regularly scheduled class time, 2:30 – 5:30 pm, Eastern Time. Students are expected to attend, whatever time zone they may be in. Students are expected to do the readings and watch the lectures and videos before class. The class discussion is an opportunity for students to ask questions about the readings, lectures and media, and for the class as a whole to debate key issues raised by the course materials. Three hours are available for class discussion each week, though I would expect that most weeks we will not use the full time. Each Wednesday, I will be available via Zoom from 2:30 to 4:30, pm, Eastern Time, for **office hours**. I will be available to answer whatever questions students may have regarding course content or course administration. Students are not required to attend the office hours if they do not wish to do so.

#### IV. Technology Requirements

This course will be held remotely online. Students should have access to a desktop, laptop or tablet computer to participate in the course. A phone is not sufficient

All course materials can be accessed, and all assignments submitted, via the course webpage in Brightspace. To participate in class discussions and office hours, students should download the Zoom app to their computer and be comfortable using it.

#### V. Learning Outcomes

By the end of this course, students will be able to:

- *Describe* the nature of the apartheid system in South Africa and its impact on the lives of ordinary citizens throughout the southern African region;
- *Explain* the continued legacy of apartheid in South Africa and the region; and
- *Analyze* contemporary struggles over democracy and economic justice in South Africa and the region.

## VI. Evaluation at a glance

<u>Assignment</u>	<u>Due Date</u>	<u>Weight</u>
Weekly Quiz	Weeks 2-6 & 8-11, Monday, 2:30 pm	9 x 1% = 10% (see below)
Class Discussions	Weeks 2-12, Monday, 2:30-5:30 pm	20%
Essays	Nov. 8, 2:30; Dec. 10, 2:30 pm	2 x 20% = 40%
Final Exam	Scheduled during the formal exam period	30%
<b>Total</b>		<b>100%</b>

## VII. Evaluation in detail

Students are expected to do the readings and view the lectures and any videos each week. To check their comprehension of the readings, lectures and videos, there is a short multiple-choice **quiz** in Weeks 2 through 6 and 8 through 11, i.e. every week except Weeks 7 and 12, when the essays are due. The quiz for each week will be available on the course webpage in Brightspace and will consist of ten multiple-choice questions; each quiz will open one week ahead of time and will close Monday at 2:30 pm Eastern Time. Students will have 15 minutes to complete each quiz and will be allowed only one attempt. Students who do not complete a quiz before the scheduled time will receive a grade of zero for that quiz. Each quiz is worth 1%, for a total of 9% on the nine weekly quizzes; to make the numbers add up, each student will be given a bonus mark of 1%.

I will moderate the **class discussions**. Students should do the readings and watch the lectures and any videos before the class discussion. The class discussion is an opportunity for students to ask questions about the course materials and for the class as a whole to debate the broader issues raised by these materials. Attendance will be taken at the class discussions. The class discussions are worth 20% of your grade. Of this, half (10%) will be for attendance, while the other half (10%) will be for the quality of your oral contributions to the class discussions, as assessed by me.

There are two short **essays**, one for each unit in the course. The first essay is due on Monday, November 8 at 2:30 pm Eastern Time, while the second essay is due on Friday, December 10 at 2:30 pm Eastern time (N. B.: the last meeting of this course is on Friday, Dec. 10, which follows a Monday schedule). Each essay should be approximately 7 pages double-spaced, though quality, not length, will be the criterion for evaluation. The essays must be submitted electronically via the course webpage. Any essay received after 2:30 pm on the due date will be considered late. A late penalty of one third of one grade point (e.g. from A+ to A) will be assigned for each 24-hour period or a part thereof that the essay is late. The maximum late penalty is two whole grade points (e.g. from A+ to C+). Each essay is worth 20%, for a total of 40% on this component of the course. Full details on the two essays, including the essay questions to which students are asked to respond, will be made available at the beginning of each unit.

The final **exam** will be scheduled during the formal examination period, Dec. 11-23. It will cover the entire course. More details on the format of the exam will be given in class closer to the date.

## **VIII. Course schedule**

### **Week 1 – Course Introduction (13/9)**

This week will provide an introduction to the course, including an overview of the syllabus, an explanation of the various course requirements, and a preview of how the course will work in the on-line environment.

There is no assigned reading.

Students are asked to watch before class the 1974 BBC documentary, *Last Grave at Dimbaza*, which was shot clandestinely in South Africa. The link is available on the course webpage.

## **UNIT 1 – SOUTH AFRICA**

### **Week 2 – (20/9) Apartheid**

This week will introduce the apartheid system in South Africa: how it operated, how it was justified and what impact it had upon the lives of ordinary citizens. The first reading overviews the legal framework of apartheid. The second reading is a justification of apartheid by a leading apartheid propagandist; students are asked to consider how they would respond to this propaganda. The third reading is from the leading international anti-apartheid organization and describes the actual impact of apartheid on the lives of ordinary South Africans.

J. Dugard, "The Legal Framework of Apartheid," in N.J. Rhoodie (ed.). *South African Dialogue*, 1975, pp. 80-99.

C. Mulder, "The Rationale of Separate Development," in N.J. Rhoodie (ed.), *South African Dialogue*, 1975, pp. 49-63

International Defence and Aid Fund, *Apartheid: The Facts*, 1983, Preface and Ch. 2-4, pp 15-50. (Feel free to read more of this document if you have the time).

### **Week 3 – (27/9) The Liberation Struggle**

We will look at the liberation struggle in South Africa, with a focus on the African National Congress. The first reading provides an overview of the history of the ANC, while the second and third readings are key documents in ANC history: the 1955 Freedom Charter and Nelson Mandela's historic speech at his treason trial in 1964. The fourth reading consists of two short essays by the

Black Consciousness leader, Steve Biko.

R. Suttner, "The African National Congress Centenary: a long and difficult journey," *International Affairs*, July 2012, 88(4), pp. 719-738.

The Freedom Charter. A link is available on the course webpage.

N. Mandela, *No Easy Walk to Freedom*, 1965, Ch. 15, pp. 162-189.

S. Biko, *I Write What I Like*, 1978, Ch. 5 & 6, pp. 19-32.

#### **Week 4 – (4/10) Transition to Democracy**

This week we will examine the transition to democracy in South Africa. The first reading overviews the entire transition process, while the second focuses in on the historic 1994 election, which ushered in democratic rule in South Africa.

S. Zunes, "The Role of Non-Violent Action in the Downfall of Apartheid," *Journal of Modern African Studies*, 37(1), March 1999, pp. 137-169.

T. Lodge, "The South African General Election, April 1994: Results, Analysis, Implications," *African Affairs*, Oct 1995, 94(377), pp. 471-500.

#### **Week 5 – (18/10) Truth and Reconciliation?**

Still today, the South African Truth and Reconciliation Commission is considered by many to be a model of its kind. Did it indeed achieve truth, justice and reconciliation? The two readings offer differing perspectives on how successful the TRC actually was.

E. Rose, "Twenty Years Since Democracy in South Africa: Reconsidering the Contributions of the Truth and Reconciliation Commission," *Melbourne Journal of Politics*, 2015, 37, pp. 61-77.

M. Mamdani, "Amnesty or Impunity? A Preliminary Critique of the Report of the Truth and Reconciliation Commission of South Africa (TRC)," *Diacritics*, Autumn - Winter, 2002, 32(3/4), pp. 32-59

Students are asked to watch before class the 2014 video, "Truth, Justice, Memory: South Africa's Truth and Reconciliation Process." The link is available on the course webpage.

#### **Week 6 – (1/11) Economic Restructuring?**

We will look at the post-apartheid economy: how successful has the ANC been at promoting genuine restructuring of the South African economy and overcoming the inherited inequalities of the

apartheid era? The first reading provides an overview of economic inequality in South Africa today, while the other two articles focus on important economic issues: Black Economic Empowerment and land reform.

N. Makgetla, "Inequality in South Africa," in G.M. Kadiagala (ed.), *The New South African Review 6: The Case of Inequality*, 2018, Ch. 1, pp. 14-42.

R. Tangri and R. Southall, "The Politics of Black Economic Empowerment in South Africa," *Journal of Southern African Studies*, 34(2), September 2008, pp. 699-716.

E. Lahiff, "'Willing Buyer, Willing Seller': South Africa's failed experiment in market-led agrarian reform," *Third World Quarterly*, 28(8), December 2007, pp. 1577-1597.

### **Week 7 – (8/11) Democratic Struggles**

We conclude the unit on South Africa with an examination of the quality of contemporary democracy. The two readings offer differing perspectives on the issue.

R. Alence and A. Pitcher, "Resisting State Capture in South Africa," *Journal of Democracy*, 30(4), Oct. 2019, pp. 5-19.

S. Friedman, "The More Things Change ... South Africa's Democracy and the Burden of the Past," *Social Research*, 86(1), 2019, pp. 279-303.

## **UNIT 2 – SOUTHERN AFRICA**

### **Week 8 – (15/11) Southern Africa in the Apartheid Era**

We will examine the southern African region during the apartheid era and South Africa's regional policy to defend apartheid in southern Africa. The first reading is a classic article, the first to make the case that southern Africa should be considered as a single regional system. The second reading looks at South Africa's regional policy during the apartheid era and how it was designed to protect apartheid at home.

L. Bowman, "The Subordinate State System of Southern Africa," *International Studies Quarterly*, Sept. 1968, 12(3), pp. 231-261.

R. Price, "Pretoria's Southern African Strategy," *African Affairs*, 83(330), January 1984, pp. 11-32.

### **Week 9 – (22/11) Zimbabwe: The Land Question**

Perhaps the defining issue of post-Independence politics in Zimbabwe is the land question. What was the Fast-Track Land Reform, how was it justified and implemented, and what were its consequences? The first two readings take a critical approach to Zimbabwe's land reform, while the

third reading adopts a more favourable stance.

N. Kriger, "Liberation from Constitutional Constraints: Land Reform in Zimbabwe," *SAIS Review*, 27(2), Summer-Fall 2007, pp. 63-76.

J. Muzondidya, "Jambanja: Ideological Ambiguities in the Politics of Land and Resource Ownership in Zimbabwe," *Journal of Southern African Studies*, 2007, 33 (2), pp. 325-341.

S. Moyo, "The Land Occupation Movement and Democratisation in Zimbabwe: Contradictions of Neoliberalism," *Millennium*, 2001, 30 (2), pp. 311-330.

### **Week 10 – (29/11) Zimbabwe Today**

We will look at the long crisis of democracy in Zimbabwe, which culminated in the 2017 coup that overthrew Robert Mugabe. The first two readings survey Zimbabwe's long crisis leading up to the coup, while the third focuses on the 2018 elections and the aftermath of the coup.

M. Bratton and E. Masunungure, "Zimbabwe's Long Agony," *Journal of Democracy*, 19(4), October 2008, pp. 41-55.

L. Freeman, "A Parallel Universe -- Competing Interpretations of Zimbabwe's Crisis," *Journal of Contemporary African Studies*, 2014, 32(3), pp. 349-366.

A. Magaisa, "Zimbabwe: An Opportunity Lost," *Journal of Democracy*, 2019, 30(1), pp. 143-157.

### **Week 11 – (6/12) Botswana: Democracy**

Botswana is often pointed to as a successful story of capitalist development under liberal democracy. This week's readings examine its democratic record. The first two readings debate Botswana's overall record: the first presents a more positive picture, while the second is more critical. The third reading brings the story up to date by examining the recent 2019 election in Botswana.

P. Molutsi, "Botswana: The Path to Democracy and Development," in E. Gyimah-Boadi (ed.), *Democratic Reform in Africa: The Quality of Progress*, 2004, Ch. 7, pp. 159-181.

K. Good and I. Taylor, "Botswana: A Minimalist Democracy," *Democratization*, 15(4), August 2008, pp. 750-765.

C. Brown, "Botswana Votes 2019: Two-Party Competition and the Khama Factor," *Journal of Southern African Studies*, 2020, 46(4), pp. 703-722.

## **Week 12 – (10/12) Botswana: Development**

We conclude the course with a brief examination of Botswana's economic record. What allowed it to become one of Africa's fastest-growing economies? What economic challenges does it still face? The two readings present the concept of the "developmental state" and debate the extent to which this concept helps explain Botswana's economic record.

E. Botlhale, "Sustaining the developmental state and moving towards a developed state in Botswana," *Development Southern Africa*, 34(1), January 2017, pp. 90-104.

S. Ghebremusse, "Good Governance and Development in Botswana: The Democracy Conundrum," *Law and Development Review*, 11(2), 2018, pp. 913-938.

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## **SPECIAL INFORMATION REGARDING FALL 2021 PANDEMIC MEASURES**

Carleton will continue to follow all public health guidelines as the COVID-19 pandemic continues. Instructors may find it helpful to review the [guidelines for in-class teaching](#) and [labs](#). Both guideline documents are available on the [COVID-19 website](#).

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## **REGULATIONS COMMON TO ALL AFRICAN STUDIES COURSES**

### **COPIES OF WRITTEN WORK SUBMITTED**

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### **PLAGIARISM**

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON CLASS CONDUCT**

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,

- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment”.**

## **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

The following additional final course grades may be assigned by instructors:

- DEF Official deferral of final exam (see "Petitions to Defer")
- GNA Grade not available. This is used when there is an allegation of an academic offence. The notation is replaced with the appropriate grade for the course as soon as it is available.
- IP In Progress – a notation (IP) assigned to a course by a faculty member when: At the undergraduate level, an undergraduate thesis or course has not been completed by the end of the period of registration.
- WDN Withdrawn. No academic credit, no impact on the CGPA. WDN is a permanent notation that appears on the official transcript for students who withdraw after the full fee adjustment date in each term (noted in the Academic Year section of the Calendar each term). Students may withdraw on or before the last day of classes.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## **Carleton E-mail Accounts**

All email communication to students will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

## **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

September 30, 2021: Last day for a full fee adjustment when withdrawing from **fall** and **fall/winter (full year)** courses (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript.  
December 10, 2021: Last day for academic withdrawal from **fall** courses.  
January 31, 2022: Last day for academic withdrawal from **fall/winter (full year)** courses.

## REQUESTS FOR ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

***Pregnancy obligation:*** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

***Religious obligation:*** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

***Accommodation for Student Activities:*** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

***Survivors of sexual violence:*** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

***Academic Accommodations for Students with Disabilities:*** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation

arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Note that **November 12, 2021** is the last day to request Formal Examination Accommodation Forms for December examinations to the Paul Menton Centre for Students with Disabilities.

### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

### **CONTACTS (613-520-2600, phone ext.)**

- Institute of African Studies [african\\_studies@carleton.ca](mailto:african_studies@carleton.ca)
- Registrar's Office (3500) [registrar@carleton.ca](mailto:registrar@carleton.ca)
- Academic Advising Centre [academicadvising@carleton.ca](mailto:academicadvising@carleton.ca)
- Paul Menton Centre (6608) [pmc@carleton.ca](mailto:pmc@carleton.ca)
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back [csas@carleton.ca](mailto:csas@carleton.ca)

### **Application for Graduation Deadlines**

- Spring Graduation (June): April 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1